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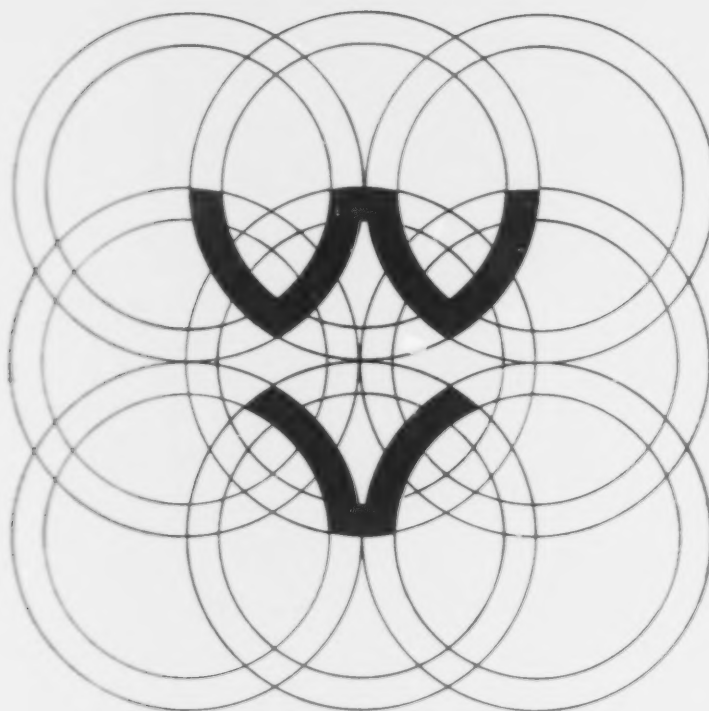
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ABSTRACT

This collection of 66 assessment instrument profiles was compiled to address the issue of multidisciplinary evaluation of infants and toddlers, aged birth through 2 years, and the identification of family needs. Six categories of instruments are included: (1) developmental screening, (2) developmental tests, (3) specific screening, (4) specific diagnostic, (5) parent questionnaires, and (6) program evaluations. Categories 1 through 4 deal with the direct assessment of the child, while categories 5 and 6 deal with the identification of family needs and family satisfaction with program services. Each profile contains the name of the instrument, author/s, age range assessed, type of instrument, publisher, purpose, developmental domains assessed, number of test items per domain, administration requirements, scoring methods, administration time required, standardization, and cost. An introductory section explains how to select an assessment approach and provides definitions of terms. (JDD)

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**PROFILES: INSTRUMENTS AND PROCEDURES
FOR ASSESSING INFANTS AND TODDLERS**

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TABLE OF CONTENTS

Preface.....	iii
Profile Format.....	iv
Selecting an Assessment System and an Assessment Approach.....	v
Definitions.....	x
Profiles.....	xi
DEVELOPMENTAL SCREENING	
Battelle Developmental Inventory Screening Text	DS-1
Birth to Three Screening Test of Learning and Language Development	DS-2
Denver Developmental Screening Test	DS-3
Lexington Developmental Scales-Short Form	DS-4
Minnesota Child Development Inventory	DS-5
Minnesota Infant Development Inventory	DS-6
DEVELOPMENTAL TESTING	
Battelle Developmental Inventory	DT-1
Callier-Azusa Scale (G)	DT-2
Diagnostic Inventory of Early Development	DT-3
Early Intervention Developmental Profile	DT-4
Early Learning Accomplishment Profile	DT-5
Hawaii Early Learning Profile	DT-6
Learning Accomplishment Profile-Diagnostic Edition	DT-7
Lexington Developmental Scales-Long Form	DT-8
Marshalltown Behavioral Developmental Profile	DT-9
Portage Checklist	DT-10
Pyramid Scales	DT-11
Rockford Infant Developmental Education Scales	DT-12
Skills Inventory (The Oregon Project)	DT-13
Vineland Adaptive Behavior Scales-Expanded Form	DT-15
Vineland Adaptive Behavior Scales-Survey Form	DT-17
Vulpe Assessment Battery	DT-19
Wisconsin Behavior Rating Scale	DT-21
SPECIFIC SCREEN	
Early Language Milestone Scale	SS-1
Fagan Test of Infant Assessment	SS-2
Milani-Comparetti Motor Development Screening Test	SS-3

TABLE OF CONTENTS, Cont'd

Profiles, Cont'd

SPECIFIC DIAGNOSTIC

Assessment in Infancy, Ordinal Scales of	
Psychological Development	SD-1
Bayley Scales of Infant Development	SD-2
Behavior Rating Instrument for Autistic and	
Other Atypical Children	SD-3
Callier-Azusa Scale (H)	SD-4
Early Coping Inventory	SD-5
Eco Scale	SD-6
Griffiths Mental Development Scale	SD-7
Infant Intelligence Scale	SD-8
Motor Development Checklist	SD-9
Oliver	SD-10
Peabody Developmental Motor Scales	SD-11
Receptive-Expressive Emergent Language Scale	SD-12
Sequenced Inventory of Communication Development	SD-13
Scales of Independent Behavior	SD-14

PARENT QUESTIONNAIRES

Adult-Adolescent Parenting Inventory	PQ-1
Family Assessment Focus	PQ-2
Family Assessment of Needs	PQ-3
Family Needs Survey-Form H	PQ-4
Hicomp Family Inventory	PQ-5
History Form	PQ-6
Medical History	PQ-7
Parent Appraisal of Needs	PQ-8
Parent Assessment of Needs	PQ-9
Parent Observation Index	PQ-10
Parent Opinion Questionnaire	PQ-11
Parent Self-Appraisal Inventory	PQ-12
Parents Strengths and Needs Assessment	PQ-13
PEECH Parent Questionnaire	PQ-14
Program Entry Questionnaire	PQ-15
Skills Inventory for Parents	PQ-16

PROGRAM EVALUATIONS

Client Survey	PE-1
Consumer Questionnaire	PE-2
Early Intervention Program Questionnaire	PE-3
Parent Attitude Assessment	PE-4
Parent Evaluation of Services	PE-5
Parent Satisfaction Survey	PE-6
Parent Survey-A	PE-7
Parent Survey-B	PE-8
PEECH Parent Questionnaire	PE-9
Survey Questionnaire	PE-10

PREFACE

This collection of assessment profiles was developed to address the issue of multidisciplinary evaluation of infants and toddlers ages birth through two years and the identification of family needs as stated in P.L. 99-457. Funding for this project was provided under an agreement authorized by the West Virginia Early Intervention Interagency Coordinating Council and administered by the West Virginia Department of Health.

There are six categories of instruments included in this manual: 1) Developmental Screening, 2) Developmental Tests, 3) Specific Screening, 4) Specific Diagnostic, 5) Parent Questionnaires, and 6) Program Evaluations. Categories 1 through 4 deal with the direct assessment of the child while Categories 4 and 5 deal with the identification of family needs and family satisfaction with program services. Every effort was made to include as many valid instruments as possible in the range of birth through two years. A total of 66 profiles are included in the manual. Eighty-eight percent of the instruments were directly examined while 12% were profiled from secondary sources. The opinions addressed in the profiles are strictly those of the examiner unless otherwise indicated on the profile.

The purpose of this profile collection is to make available to service providers brief overviews of currently available assessment instruments. While the profile contains pertinent information that may be used in the consideration of an assessment instrument, it is recommended that final decisions in the selection of any instrument not be made without direct examination of the instrument and manual.

Christie Maxson
3/31/89

PROFILE FORMAT

The description of each of the evaluation instruments reviewed in this collection follows the same basic format. Each profile contains the name of the instrument, author/s, age range, type of instrument, publisher, etc. An explanation of each of these items on the profiles is outlined below:

THE NAME OF THE ASSESSMENT INSTRUMENT is indicated on the profile as it appears on the instrument. The AUTHOR/S are specified individually except when a collective group has contributed to the design of the instrument. AGE RANGES are read as "Birth-3 Years" meaning birth through two years or up to 36 months. The TYPE OF INSTRUMENT is labeled as screening, criterion-referenced, norm-referenced, questionnaire, or evaluation.

The name of the PUBLISHER, ADDRESS, and PHONE NUMBER are the most recent available.

The PURPOSE is a general statement that indicates what the instrument assesses.

The DOMAINS are the areas of development that the instrument assesses.

The TEST ITEMS indicate how many items are assessed in each domain.

The ADMINISTRATION indicates who can do the assessment and what level of training is required. The preferred assessment environment or setting is indicated when appropriate.

The SCORING indicates how the skill items are scored and interpreted. Basal and ceiling levels are specified when appropriate.

The TIME indicates how long it takes to administer the instrument. The given times are considered approximate and may vary according to the examiner familiarity with the instrument and environmental factors.

The STANDARDIZATION indicates how many subjects were used in field-testing the instrument.

The COST reflects 1989 charges for the instrument components unless dated otherwise.

SELECTING AN ASSESSMENT SYSTEM AND AN ASSESSMENT APPROACH

In the past, it has been the practice of many early intervention programs to use a single assessment instrument to evaluate at-risk children under age three. This assessment instrument was often used for developing the individualized program plan for the child, as well.

Several factors in recent years are now influencing changes in the assessment process. There has been a growing awareness that reliability on a single assessment, particularly for the very young at-risk child, is questionable. It often results in inaccurate labeling, which can prove detrimental to the child when he transitions into other programs.

Early interventionists have long struggled with the multifaceted problems of evaluating and planning programs for children with multiple handicaps. A single assessment instrument does not address all the special needs of those children, and program staff have turned to specialists in other disciplines for diagnostic assistance.

Another factor leading to changes in the assessment process is the growing number of children in the infant/toddler handicapped population. Because of technological and medical advances, there has been an increase in the survival rate of at-risk infants. This has necessitated the development of assessments which are more specific and provide developmental information at an earlier age.

The passage of P.L. 99-457 mandating multidisciplinary evaluation procedures for at-risk children is the culminating factor in the shift from a single assessment procedure to a multidimensional assessment system.

The multidimensional approach to assessing children involves the integration of all the following elements: 1) information from a variety of sources, such as, parents, teachers, and therapists; 2) information gathered from homes, schools, and clients; 3) the use of multiple assessment tools, such as, norm-referenced, criterion-referenced, and scales; and 4) the utilization of measurements that address multiple domains, including language, motor, and adaptive skills. The synchronization of these four elements can result in a more reliable evaluation of the developmental needs of the child, and serve as the basis for a more precise treatment plan.

P.L. 99-457 has also brought about a change in the degree of parent involvement in early intervention programs, particularly in the assessment component. Parent involvement has gradually evolved into a strong characteristic of early intervention programs for handicapped infants and toddlers. Researchers generally agree the parental involvement is necessary because: 1) children spend the majority of their time in a family context; 2) parents know their child's abilities better than anyone else; and 3) the more parental involvement, the greater the impact upon the child's development. Therefore, including parents in the assessment process is a logical step in a family-focused program plan.

The state-of-the-art in early intervention services includes both multidimensional and family-focused approaches to assessment. The following two sections will further define those approaches and offer some criteria for selecting an assessment system that includes multiple instruments and an assessment approach that involves parent participation.

SELECTING AN ASSESSMENT SYSTEM

An assessment "system" indicates that a variety of instruments are used in evaluating the developmental status of the child. This assessment process includes screening, diagnosis, planning, and program evaluation.

Screening identifies children who may have developmental or educational disabilities and need further testing. Diagnosis clarifies the type of problem the child has in order to make intervention decisions. Both of these methods of assessment incorporate norm-based and criterion-based instruments. Systematic observations and the identification of family needs are collected and utilized to provide the most accurate picture of the child's true abilities.

The planning step includes the accurate interpretation of the evaluation information and the consideration of family needs as they relate to the child. A comprehensive and specific educational plan is developed from the child's strengths and weaknesses, as well as, from the identified family needs.

Program evaluation is a fundamental step to determine whether or not the program is meeting the identified needs of the child/family. Family feedback on the effectiveness of the program can provide insight on problem areas, eliminate difficulties between the family and service provider, and provide a means of checking the progress of quality services in the program.

Many variables need to be considered when selecting the instruments for the assessment process. The measurements need to meet the purpose for testing, such as, testing for eligibility for services vs. testing to identify strengths and weaknesses for better program planning. A formal standardized test would be appropriate for determining eligibility but not sufficient enough for planning a daily program for a child. Another factor to consider would be what domains need to be tested. A child who has mild developmental delays may not need an in-depth diagnostic in the motor domain. However, if a child was suspected of having mild to moderate delays, a developmental instrument with a strong motor component may be sufficient with a therapist administering that portion of the test. If a specific diagnostic measurement was warranted, it would be wise to make sure that the motor domains of the developmental test and the specific diagnostic were different enough to avoid overlapping of concepts measured and, thus, avoid overtesting.

When choosing the type of test to be administered, validity, reliability, standardization, and derived scores also need to be considered.

Validity indicates the extent to which a test measures what the authors say the test will measure. Generally, there are three types of validity: 1) content validity, 2) construct validity, and 3) criterion validity.

Content validity refers to how well the content of the test items measures the behaviors of the instrument. It is necessary to look at the test items in terms of appropriate age range and whether or not the items test all aspects of a domain. For example, there are several variables to consider in the motor domain, such as, reflexes, coordination, muscle tone, etc. A test with acceptable content validity would have items to measure all of the components of the domain. Looking at the rationale of the instrument, examining the methods for administration, and the type of scores

that are computed can assist in determining if the measurement suits the purpose and validity for testing.

Construct validity is the extent to which the scores computed relate to the conceptual foundation or theoretical construct of the test. Ability and personality tests are examples of scores generally reflecting skills and attitudes. However, such a practice is nearly impossible to use when testing the affective domain. Many researchers agree that the evaluation of construct validity is difficult and subjective, especially in instruments designed to measure young children.

Criterion validity is examined when the scores of a test are compared to the scores of an already established test which measures the same behavior. Two types of criterion-related validity are concurrent and predictive.

Concurrent validity is established by the high or low correlation of scores between the new test and the established criterion instrument. If the newly developed test scores correlate highly with the established criterion instrument test scores, the new test would have concurrent validity.

Predictive validity of an instrument indicates how well the test can predict the performance of an individual on another criterion measure at a later time. When a new test is developed, the scored results from that test should be able to reflect accurate predictions on the criterion measure. If the correlation is high, the test has predictive validity.

Reliability is another important characteristic of a test. Reliability refers to how consistent the test measures what it is intended to measure. Results from several assessments should be consistent with the newly developed test in order for it to be considered reliable. Test-retest and internal consistency are the two general types of reliability estimates.

Test-retest reliability refers to the process of testing a sample of subjects initially and again a second time with a specified amount of time between the administration of the tests. The scores are correlated between the two administrations.

Internal consistency is most often determined by split-half reliability. The test is divided into two parts and the scores are correlated to see if the test items are measuring the same behavior.

Standardization of a test incorporates designated specific procedures for administration and scoring. Also included in the process of standardization is the normative sample of individuals used for selecting test items. This sample of individuals is used as a basis to evaluate a child's performance. The sample needs to include individuals representative in age, race, sex, etc., to that of the population the test reflects.

Derived scores are obtained from the raw scores from the test. Raw scores are numerical equivalencies given to skill items. Those scores are interpreted into developmental scores, percentiles, and standard scores. It is necessary to note that all scores are considered only estimates of a child's ability. Conversions and interpretations of raw scores can be complex and will not be addressed here. Further information of derived scores can be obtained from measurement tests.

SELECTING AN ASSESSMENT APPROACH

There are three major approaches to comprehensive assessment which identify three levels of parental and professional involvement. The three model approaches are multidisciplinary, interdisciplinary, and transdisciplinary. The chart that follows describes each of the model approaches that addresses the issues of assessment, parent participation, planning, and implementation. Whichever model is chosen as a basis for a program, keep in mind that aspects of each approach can be utilized to provide the best services possible.

MULTIDISCIPLINARY	INTERDISCIPLINARY	TRANSDISCIPLINARY
Assessment: Done separately by team members	Assessment: Done separately by team members	Assessment: Family & team members do the assessment together
Parent Participation: Parents meet with team members separately	Parent Participation: Parents meet with all of the team members at a meeting	Parent Participation: Parents participate with the team actively
Planning: Team members design their own individual plans for the child	Planning: Team members share their opinions with the parents at a team meeting	Planning: Family & team members develop a plan together including identified family needs
Implementation: Each discipline is responsible for their own plan	Implementation: Each discipline is responsible for their part of the plan and continues to share information	Implementation: Team members are responsible for making sure the primary service provider implements the total plan

The selection of the assessment approach is determined by several factors. A factor used in considering which model to choose would include the geographical closeness of the services needed. A transdisciplinary model would not be suitable if therapy services were located far from the community. An interdisciplinary approach would be feasible if monthly group meetings could be arranged. Along these same lines, if community resources are available, the financial status of the service provider may help to determine the chosen model. A multidisciplinary approach is less costly than either the interdisciplinary or transdisciplinary methods.

Contracting for services vs. having your own staff for a transdisciplinary model is of concern. How well the team of professionals work together is another factor that determines the success of the approach. Similar goals and purposes are a must for cohesive group dynamics.

The level of participation chosen by the family and the amount of encouragement they receive to become active partners plays a part in which model is most effective. The flexibility of staff and resource specialists in allowing parents to be the primary decision-makers in planning services is also a point of consideration in selecting the appropriate assessment approach.

SUMMARY

There is a general agreement among researchers and early intervention specialists that a more dynamic system of assessing children includes both a multidimensional assessment system and parent involvement. The diagnosis of handicaps in children needs to be done through a multidimensional approach with multiple assessment tools, multiple sources of information, and instruments that test multiple domains. The process of assessment should include screening, diagnosis, planning, and program evaluation. Family involvement in this assessment process is a necessary and effective characteristic of early intervention. The level of participation of the family and early interventionists is determined by the model approach chosen. The three models are multidisciplinary, interdisciplinary, and transdisciplinary. Characteristics of each model can be incorporated to provide state-of-the-art intervention for children with special needs and their families.

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- McLoughlin, James A. and Lewis, Rena B. Assessing Special Students. Second Edition. Columbus, OH: Merrill Publishing Company, 1986.
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DEFINITIONS

Adaptive Behavior: Skills needed by a child to function effectively and appropriately for his or her age in family and community settings.

Assessment: The systematic process of gathering relevant information in order to make legal and direct service delivery decisions.

Basal Level: The point at which it can be assumed that the child would receive full credit for all easier test items. (McLoughlin & Lewis)

Ceiling Level: The point at which it can be assumed that the child would receive no credit for all more difficult test items. (McLoughlin & Lewis)

Chronological Age: The child's actual age, usually stated in years and months. (Shore)

Criterion-References Test: An informal assessment device that assesses skill mastery.

Diagnostic Test: A test that provides an in-depth assessment of a skill area including strengths and weaknesses and error patterns. (Shore)

Early Intervention Specialist: Anyone with training and experience in working directly with high-risk infants and toddlers, whether a degreed professional or a paraprofessional.

Expressive Language: Being able to express what you want other people to understand. (Mori)

Fine-Motor Coordination: The ability to use the small muscles to accomplish tasks requiring precision. (Shore)

Gross-Motor Coordination: The ability to use the large muscles in a coordinated, purposeful manner. (Shore)

Instrument: A test or other measure used to evaluate a child.

Intelligence Quotient: Score on an intelligence test for which 100 is the mean. Indicates a child's test performance relative to other children of the same age. (Shore)

Intelligence Test: A test that measures aptitude and the predictive ability to succeed.

Mental Age: A form for expressing a child's performance on an intelligence test. (Shore)

Norm-Referenced Test: A test that yields a numerical score allowing comparison of a child's performance on that test with that of other children of the same age who have taken it. (Shore)

Perceptual-Motor Tasks: Tasks that require the integration of perceptual and motor skills. (Shore)

Receptive Language: Understanding what other people communicate to you. (Mori)

Reflexes: An involuntary action. (Mori)

Reliability (of a Test): The degree to which a test elicits consistent results over time and under various conditions. (Shore)

Screening: A program for identifying children in the general population who show signs of...problems and may therefore require more in-depth evaluation. (Shore)

Self-Help Skills: Skills related to the care of oneself such as eating, dressing, and grooming. (Shore)

Sensory Modalities: Specific channels through which a person receives information about the environment, including sight, sound, touch, taste, and smell. (Shore)

Social-Skills Training: Instruction and activities designed to develop skills needed to interact appropriately with others. (Shore)

Spatial Relationships: The distance between one person and other people and things. (Mori)

Standardized Test: A test that has explicit procedures for administration and scoring as well as norms or average scores for comparison purposes. (Shore)

Visual-Motor Integration: The ability to perceive visual images and reproduce them with a motor response. (Shore)

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Mori, Allen A. and Olive, Jane Ellsworth. Handbook of Preschool Special Education. Rockville, MD: Aspen Systems Corporation, 1980.

Shore, Kenneth. The Special Education Handbook: A Comprehensive Guide for Parents and Educators. New York, NY: Teachers College Press, 1986.

Developmental
Screening



DLM Teaching Resources
One DLM Park
Allen, TX 75002
800-527-4747

<u>BATTELLE DEVELOPMENTAL INVENTORY SCREENING TEST</u>	
Birth-8 Years	Jean Newborg
Norm-Referenced	John R. Stock
Screening	Linda Wnek

PURPOSE: The Battelle Developmental Inventory Screening Test is a short-form of the complete BDI that assesses key developmental skills of handicapped and non-handicapped children.

DOMAINS:

Personal/Social	Communication
Adaptive	Cognitive
Motor	

TEST ITEMS:

Total of 96 items	
Personal/Social - 20 test items	
Adaptive - 20 test items	Communication - 18 test items
Motor - 20 test items	Cognitive - 18 test items

2 Items Per Age Level

ADMINISTRATION: The screening test is administered through parent interviews, observations, and teacher/caregiver interviews.

SCORING: Skill items are scored as 2 points = child meets the criteria, 1 point = child attempts the item, and 0 points = child cannot or will not attempt the item. Basal and ceiling levels are established.

TIME: Children under three can be tested in 10-15 minutes.
Children between 3 and 5 can be tested in 20-30 minutes.

STANDARDIZATION: Standardization was determined using 130 children from 32 Handicapped Children's Early Education Programs.

COST:

Administration Manual	\$35.00	- Includes an Inventory
Test Item Book	\$70.00	Sample in the Manual
Test Booklets (30)	\$15.00	

DLM Teaching Resources
One DLM Park
Allen, TX 75002
800-527-4747

BIRTH TO THREE SCREENING TEST
OF LEARNING AND LANGUAGE
DEVELOPMENT
Birth-3 Years Tina Bangs
Norm-Referenced Susan Dodson
Screening

PURPOSE: The Birth to Three Screening Test assesses development in children who may be considered as high risk.

DOMAINS: Language Comprehension
Language Expression Social/Personal Development
Avenues to Learning Motor Development

TEST ITEMS: Total of 85 items.
Language Comprehension - 17 test items
Language Expression - 17 test items
Avenues to Learning - 18 test items
Social/Personal Development - 16 test items
Motor Development - 17 test items

ADMINISTRATION: An Early Intervention Specialist can administer the test. Assessment is administered individually.

SCORING: Skill items are scored using 1 = pass, ± = emerging, and 0 = fail. Raws scores are converted to derived scores.

TIME: The test can be administered in 20-40 minutes.

STANDARDIZATION: Standardization was determined using 357 children (187 male/173 female) from California, Tennessee, and Utah.

COST: Complete Kit..... \$125.00
Screening Manual/Test - 25 Screening Record Forms -
Checklist Manual/Test - 25 Checklist Record Forms -
Intervention Manual

Screening Manual/Test..... \$ 35.00 - Includes a Sample
Screening Test Record Forms (25).. \$ 15.00 Record Form in
Screening Test Package..... \$ 45.00 the Manual

Checklist Manual/Test..... \$ 30.00 - Includes a Sample
Checklist Record Forms..... \$ 15.00 Record Form in
Intervention Manual..... \$ 50.00 the Manual

Ladoca Project and Publishing
East 51st Avenue & Lincoln Street
Denver, CO 80216
303-295-6379

DENVER DEVELOPMENTAL SCREENING TEST

Birth-6 Years	William K. Frankenburg
Norm-Referenced Screening	Josiah B. Dodds Alma Pandal

PURPOSE: The Denver Developmental Screening Test assesses developmental delays in children.

DOMAINS: Personal/Social Language
Fine Motor/Adaptive Gross Motor

TEST ITEMS: Total of 105 items.
Personal/Social - 23 test items Language - 21 test items
Fine Motor/Adaptive - 30 test items Gross Motor - 31 test items

ADMINISTRATION: An Early Intervention Specialist can administer the test. Items may be assessed by verbal report and direct observation. The screening test is administered individually.

SCORING: Skill items are scored as P = pass, F = fail, and R = report. Three trials are permitted to perform each item.

TIME: The screening test can be administered in 15-30 minutes.

STANDARDIZATION: Standardization was determined using 1,036 normal Denver children. Children with special needs or who had exceptional birth histories were excluded from the sample.

COST: Administration Manual..... \$5.00 - Includes a Test
Tests (100) \$2.50 Sample in the Manual
Kit of Objects \$8.50

Child Development Centers
of the Bluegrass
PO Box 8003
465 Springhill Drive
Lexington, KY 40503
606-278-0540

THE LEXINGTON DEVELOPMENTAL SCALES-SHORT FORM
Birth-6 Years Child Development Centers
Norm-Referenced of the Bluegrass
Screening

PURPOSE: The Lexington Developmental Scales assess the development of level of children and includes a developmental age and a developmental quotient. The short form is designed as a screening tool.

DOMAINS: Motor Cognitive
Language Personal/Social

TEST ITEMS: Total of 207 items.
The birth-2 years section is divided into 3- and 6-month intervals.
The 3-6 years section is divided into yearly intervals.

Motor - 7 test items Cognitive - 5 test items
Language - 6 test items Personal/Social - 5 test items

Per Interval

The scale includes behavioral and experiential items.

ADMINISTRATION: An Early Intervention Specialist or parent can administer the scales. Assessment is administered individually during a clinic or home visit.

SCORING: Unless indicated otherwise, the child may be given 3 trials on each item. An "X" is placed on the point of the scale that indicates the level of performance.

TIME: Children can be assessed during a 30-minute visit.

STANDARDIZATION: Standardization was determined using 40 infants who were in the 0-2 year age range and 33 children in the 2-6 year age range from the Child Development Centers of the Bluegrass (CDCB). The CDCB serve children who have one or more learning disabilities, show developmental lag, and/or have multiple handicaps in the 0-8 year old age range.

COST: Administration Manual..... \$4.00 - Includes a Short-Form Sample in the Manual.
One Short Form Assessment..... \$1.00

Behavior Science Systems, Inc.
Box 1108
Minneapolis, MN 55440

**MINNESOTA CHILD DEVELOPMENT
INVENTORY**

6 Mos.-6 Years Harold Ireton
Norm-Referenced Edward Thwing
Screening

PURPOSE: The Minnesota Child Development Inventory assesses the development of young children for the purpose of identifying developmental disorders.

DOMAINS:

Gross Motor	Comprehension-Conceptual
Fine Motor	Situation Comprehension
Expressive Language	Self-Help
Personal-Social	General Development-Summary

TEST ITEMS: Total of 320 inventory statements.

ADMINISTRATION: An Early Intervention Specialist can administer the inventory.

SCORING: Inventory statements are scored as Yes or No. The mother's answers are interpreted into a profile of the child's behavior compared to a chronological age.

TIME: The inventory can be administered in 20-30 minutes.

STANDARDIZATION: Standardization was determined using 395 male and 401 female white suburban children in Bloomington, Minnesota.

COST:

Complete Kit.....	\$35.00 (1985 listing)
Manual-Booklets-Answer Sheets-Templates	
Administration Manual.....	\$ 6.00

REFERENCE: Illinois State Board of Education. Early Childhood Assessment: Recommended Practices and Selected Instruments. Springfield, IL: Department of Specialized Services, 1982.

Minnesota Department of Education. Instruments and Procedures for Assessing Young Children. St. Paul, MN: Special Education Section, 1985.

Behavior Science Systems, Inc.
P.O. Box 1108
Minneapolis, MN 55440

**MINNESOTA INFANT DEVELOPMENT
INVENTORY**

1-15 Months	Harold Ireton
Norm-Referenced	Edward Thwing
Screening	

PURPOSE: The Minnesota Infant Development Inventory assesses developmental behavior in infants.

DOMAINS: Gross Motor Comprehension
Fine Motor Personal-Social
Language

TEST ITEMS: Total of 75 inventory statements.

ADMINISTRATION: An Early Intervention Specialist can administer the inventory. Assessment is administered individually.

SCORING: The mother's answers are interpreted into a profile of the infant's behavior compared to a chronological age.

TIME: Length of assessment time was not indicated in the reference cited.

STANDARDIZATION: Standardization was not indicated in the reference cited. The items were determined through research by the Minnesota Child Development Inventory.

COST: Booklets (25).....\$14.00 (1985 listing)

REFERENCE: Illinois State Board of Education. Early Childhood Assessment: Recommended Practices and Selected Instruments. Springfield, IL: Department of Specialized Services, 1982.

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Developmental
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One DLM Park
Allen, TX 75002
800-527-4747

Birth-8 Years	Jean Newborg
Norm-Referenced	John R. Stock
	Linda Wnek

COST:	Complete Kit	\$165.00	
	Examiner's Manual - 15 Scoring Booklets -		
	30 Screening Test Booklets - 6 Test Item Books -		
	Envelope of Visuals - Carrying Case		
	Administration Manual	\$ 30.00	- Includes an Inventory
	Scoring Booklets (15)	\$ 15.00	Sample in the Manual

The University of Texas at Dallas
Callier Center for Communication
Disorders
1966 Inwood Road
Dallas, TX 75235
214-905-3000

THE CALLIER-AZUSA SCALE(G)
Birth-9 Years Robert Stillman
Criterion -
Referenced

PURPOSE: The Callier-Azusa Scale(G) assesses the development of deaf-blind and profoundly handicapped children in a classroom environment.

DOMAINS: Motor Development Cognition, Communication,
Perceptual Development and Language
Daily Living Skills Social Development

Each domain is divided into subscales.

TEST ITEMS: Total of 281 items.
Motor Development - 77 test items
Perceptual Development - 34 test items
Daily Living Skills - 58 test items
Cognition, Communication, and Language - 69 test items
Social Development - 43 test items

ADMINISTRATION: An Early Intervention Specialist can administer the scale, but must have good observation skills and be very familiar with the child.

SCORING: Skills items are scored on the profile only. The profile indicates the base step, behaviors present above the base step, and splinter skills. A 2 week observation period is suggested.

TIME: The scale could be administered in less than a 2 week observation period.

STANDARDIZATION: Standardization not indicated.

COST: Administration Manual/Scale..... \$12.00 - Includes a
(G: General) Sample in the
Manual

Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862-2589
800-225-0248

**DIAGNOSTIC INVENTORY OF
EARLY DEVELOPMENT**
Birth-7 Years Albert H. Brigance
Norm - and
Criterion - Referenced

PURPOSE: The Diagnostic Inventory of Early Development assesses development in infants and older children.

DOMAINS: Psychomotor
 Self-Help General Knowledge and Comprehension
 Speech and Language Early Academic Skills

TEST ITEMS: Total of 749 items/Full Battery.
 Total of 407 items/Birth-36 Months

	Full Battery	Birth-36 Months
Psychomotor	280 test items	150 test items
Self-Help	131 test items	67 test items
Speech and Language	152 test items	95 test items
General Knowledge and Comprehension	186 test items	23 test items
Early Academic Skills		72 test items

ADMINISTRATION: An Early Intervention Specialist can administer the inventory. Assessment is administered individually through parent interview or child observation.

SCORING: Skill items are scored by circling each mastered skill. Notations can be made for indicating attempts at performing the skill.

TIME: The inventory can be administered in 1-1/2 - 2 hours.

STANDARDIZATION: Standardization was not indicated. Developmental ages were taken from 53 references.

COST: Complete Kit..... \$ 89.00
 Manual - 10 Record Books
 Record Books (10)..... \$ 19.95
 Record Books (100).....\$179.95

EARLY INTERVENTION DEVELOPMENTAL PROFILE	
Birth-6 Years	Sally J. Rogers
Criterion-Referenced	Diane B. D'Eugenio

DOMAINS:	Perceptual/Fine Motor	Cognition	Language
	Social/Emotional	Self Care	Gross Motor

ADMINISTRATION: An Early Intervention Professional can administer the profile. Assessment is administered individually in a home or a clinical setting.

TIME: Assessment can be done in approximately 45-60 minutes.

COST: Assessment and Application Manual-1 ...\$ 9.00 - Includes an EI Developmental Profile Sample in the Manual

Early Intervention Development	
Profile-2.....	\$ 1.50
Stimulation Activities-3.....	\$10.00
Stimulation Activities Manual-4.....)	
	) \$12.50/Set
Preschool Developmental Profile-5....)	

Kaplan School Supply (Press)
1310 Lewisville Clemmons Road
Lewisville, NC 27023
919-766-7374

EARLY LEARNING ACCOMPLISHMENT PROFILE

Birth - 36 months	E. Elayne Glover
Criterion -	Jodi Preminger
Referenced	Anne Sanford

PURPOSE: The Early Learning Accomplishment Profile assesses handicapped children on the basis of a normal developmental approach. The developmental sequence is broken down into small steps.

DOMAINS:

Gross Motor	Fine Motor	Cognitive
Language	Self-Help	Social-Emotional

TEST ITEMS: Total of 412 items.
Birth-20 months are divided into 1-month intervals.
Twenty month-3 years are divided into 2-6 month intervals.
Test items range from 1-10 per interval in each area.

ADMINISTRATION: An Early Intervention Specialist can administer the profile. Items may be assessed through direct elicitation, observation, and/or parent report. Assessment is administered individually.

SCORING: Skill items are scored as pass +, fail -, and emerging behavior +/-.

TIME: The profile can be administered in approximately 30 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: E-LAP Booklet \$6.00

VORT Corporation
P.O. Box 60132
Palo Alto, CA 94306
415-322-8282

**HAWAII EARLY LEARNING
PROFILE**

Birth-3 Years	Enrichment Project
Criterion -	for Handicapped
Referenced	Infants

PURPOSE: The Hawaii Early Learning Profile assesses development in extremely small incremental steps.

DOMAINS:

Cognitive	Fine Motor
Expressive Language	Social/Emotional
Gross Motor	Self Help

TEST ITEMS:

Total of 685 items.
Cognitive - 159 test items
Expressive Language - 100 test items
Gross Motor - 146 test items
Fine Motor - 93 test items
Social/Emotional - 94 test items
Self Help - 93 test items

ADMINISTRATION: An Early Intervention Specialist can administer the profile. Assessment is administered individually through direct observation and parent interview.

SCORING: Skill items are scored using + = Observed or Appropriately Absent, R = Parent Report, - = Assessed but Not Observed, and E = Emerging Skill. A comment column is provided.

TIME: The profile can be administered in approximately 45-90 minutes.

STANDARDIZATION: Standardization was not conducted. Developmental scales and standardized tests were utilized in the profile development. All the programs for infants with handicaps in Hawaii field-tested the Charts and the Activity Guide.

COST:

Activity Guide.....	\$17.95	- Does not include
Checklist Booklet.....	\$ 2.95	a Sample Check-
Charts (3).....	\$ 2.95	list in the
		Guide

Kaplan School Supply Corp.
1310 Lewisville-Clemmons Road
Lewisville, NC 27023
800-334-2014

**LEARNING ACCOMPLISHMENT
PROFILE - DIAGNOSTIC EDITION**

Birth-7 Years Patricia M. Griffin
Criterion- David Wilson LeMay
Referenced Anne R. Sanford

PURPOSE: The Learning Accomplishment Profile - Diagnostic assesses skill levels of children through a task analysis approach.

DOMAINS: Fine Motor
Cognitive Gross Motor
Language/Cognitive Self-Help

TEST ITEMS: Total of 323 items/Full Battery.
Total of 155 items/Birth-36 Months.

	Full Battery	0-36 Months
Fine Motor	80 test items	43 test items
Cognitive	55 test items	10 test items
Language/Cognitive	56 test items	22 test items
Gross Motor	79 test items	38 test items
Self-Help	53 test items	42 test items

ADMINISTRATION: An Early Intervention Specialist can administer the profile. Assessment is administered individually.

SCORING: Skill items are scored using a + = passes the item or - = fails the item. Comments are to be indicated if the task is refused. Basal and ceiling levels are established.

TIME: The profile can be administered in 40-60 minutes.

STANDARDIZATION: Standardization of the Final Form was determined using 20 male and 15 female children between ages 30-73 months.

COST: Complete Kit..... \$325.00
Manual - 20 Scoring Booklets - Administration Toys
LAP-D Scoring Booklets (20)..... \$ 19.50

Development Centers
of the Bluegrass
PO Box 8003
465 Springhill Drive
Lexington, KY 40503
606-278-0540

THE LEXINGTON DEVELOPMENTAL SCALES—LONG FORM
Birth-6 Years Child Development Centers
Norm-Referenced of the Bluegrass

PURPOSE: The Lexington Developmental Scales assesses the developmental level of the child and includes a developmental age and a developmental quotient. The long form is designed to assess behavior at the beginning and end of the school year or as a curriculum guide during the year.

DOMAINS: Motor Cognitive
Language Personal/Social

TEST ITEMS: Total of 424 items.
The birth-2 years section is divided into 3- and 6-month intervals.
The 3-6 years section is divided into yearly intervals.

Gross Motor - 8 test items	Fine Motor - 6 test items
Receptive Lang - 4 test items	Expressive Lang - 9 test items
Cognition - 10 test items	Personal/Social - 10 test items

Per Interval

The scale includes behavioral and experiential items.

ADMINISTRATION: An Early Intervention Specialist can administer the scales. Items may be assessed through direct observation of trials, observation over a period of time, and parent report. Assessment is administered individually or in a group setting.

SCORING: Unless indicated otherwise, the child may be given 3 trials on an item. An "X" is placed on the point of the scale that indicates the level of performance.

TIME: Infants can be assessed during two, 30-minute periods.
Toddlers can be surveyed over a 2-3 week period.

STANDARDIZATION: Standardization was determined using 40 infants who were in the 0-2 year age range and 33 children in the 2-6 year range from the Child Development Centers of the Bluegrass (CDCB). The CDCB serve children who have one or more learning disabilities, show developmental lag, and/or have multiple handicaps in the 0-8 year old range.

COST: Administration Manual..... \$6.00 - Includes a Long-Form Sample in Manual
One Long-Form Assessment..... \$1.25

Area Education Agency 6
Department of Special Education
210 South 12th Avenue
Marshalltown, IA 50158
515-752-1578

**MARSHALLTOWN BEHAVIORAL
DEVELOPMENTAL PROFILE**

Birth-6 Years	Mike Donahue
Criterion -	Arlene F. Kaiser
Referenced	Linda I. Smith
	John D. Montgomery
	Vicky L. Rocker
	Milford F. Walden

PURPOSE: The Marshalltown Behavioral Developmental Profile assesses behaviors in a home setting. A curriculum is provided.

DOMAINS: Communication
Receptive & Expressive Language
Cognitive
Motor
Fine & Gross Motor
Social
Personal-Social, Self-Help, Emotional

TEST ITEMS: Total of 317 items/Full Battery.
Total of 236 items/Birth-36 Months.

	Full Battery	Birth-36 Months
Communication	93 test items	60 test items
Motor	117 test items	90 test items
Social	117 test items	76 test items

ADMINISTRATION: An Early Intervention Specialist can administer the profile. Assessment is administered individually in the home.

SCORING: Skill items are scored using + = observed behavior and 0 = unobserved behavior. Basal and ceiling levels are established.

TIME: The profile can be administered in 30-60 minutes. It is not necessary to complete the profile in one session.

STANDARDIZATION: Standardization was not indicated.

COST: Administration Manual/Test..... \$3.00
Curriculum Guides..... \$6.00 Each
Communication
Social
Motor

CESA 12
Portage Project
Box 564
Portage, WI 53901
608-742-8811

PORTAGE CHECKLIST

Birth-6 Years S. Bluma
Criterion-Referenced M. Shearer
 A. Froham
 J. Hilliard

PURPOSE: The Portage Checklist assesses a child's behavior in order to plan for further skill development.

DOMAINS: Infant Stimulation Self-Help
 Socialization Cognitive
 Language Motor

TEST ITEMS: Total of 580 items.
 Infant Stimulation - 45 test items

 Socialization)
 Language)
 Self-Help) 535 test items
 Cognitive)
 Motor)

 The ages are in 1-year intervals.

ADMINISTRATION: An Early Intervention Specialist or parent can administer the checklist.

TIME: The checklist can be administered in 30-45 minutes after 1 or 2 observations of the child.

STANDARDIZATION: Standardization was not conducted. Behaviors were developed from other standardized scales and tests.

COST: Complete Kit.....\$50.00
 Manual-Cardfile-15 Checklists
 Checklists (15).....\$10.00

Pro-Ed
8700 Shoal Creek Blvd.
Austin, TX 78758
512-451-3246

THE PYRAMID SCALES
Birth-Adult John D. Cone
Criterion Referenced

PURPOSE: The Pyramid Scales is an instrument that assesses adaptive behavior in handicapped individuals for "general descriptive and/or program planning and evaluation purposes.

DOMAINS:

Sensory Zone:

Tactile Responsiveness	Auditory Responsiveness
Visual Responsiveness	

Primary Zone:

Gross Motor	Eating	Fine Motor	Toileting
Dressing	Social Interaction		
Washing & Grooming	Receptive Language	Expressive Language	

Secondary Zone:

Recreation & Leisure	Writing	Domestic Behavior
Reading	Vocational	Time
Writing	Numbers	Money

ITEMS:

Total of 568 items
Sensory Zone - 8 test items per sub-area
Primary Zone - 32 test items per sub-area
Secondary Zone - 32 test items per sub-area

ADMINISTRATION: An Early Intervention Specialist can administer the scales. Items may be assessed through interview, informant completing the scales and direct observation of the behavior. Assessment is administered individually.

SCORING: The Sensory Zone items are scored as 1= has done so at least once to 4 = always with N = no opportunity to observe and P = physiologically incapable.

The Primary and Secondary Zone items are scored as T = client can usually perform the behavior, F = client does not perform the behavior, + to indicate no opportunity to observe and physiologically incapable.

Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, IL 60106
312-766-7150

THE ROCKFORD INFANT DEVELOPMENTAL
EDUCATION SCALES

Birth-4 Years
Criterion-Referenced

Project RHISE
Children's Developmental Center

PURPOSE: The Rockford Infant Developmental Evaluation Scales is a developmental checklist instrument for initial informal assessment and on-going reassessment of handicapped infants and toddlers.

DOMAINS: Personal/Social/Self-Help
Fine Motor/Adaptive
Gross Motor
Receptive Language
Expressive Language

TEST ITEMS: Total of 308 items.
The birth-18 months section is divided into 3-month intervals.
The 19-36 months section is divided into 6-month intervals.
The 37-48 months section is a 1-year interval.
Test items per interval range for only 1 item to 14 items.

ADMINISTRATION: Early Intervention Professional can administer the scales.
Assessment is administered individually.

SCORING: Skills items are scored as a 0-1-2-3 ranging from the inability to perform the skill to the performance meets the criteria.
Additional coding indicates PR = parent report; AR = adaptive response; D = diminished; U = undiminished; NT = not tested.

TIME: Assessment time was not indicated.

STANDARDIZATION: Standardization was not conducted.
Test items were selected from existing tests and research.

COST:
Complete Kit \$45.00
Administration Manual \$30.00 - Does not
Checklists (20) \$20.00 include a
Sample
Checklist

Jackson County Education
Service District
101 North Grape Street
Medford, OR 97501
503-776-8580

**SKILLS INVENTORY (THE OREGON PROJECT
FOR VISUALLY IMPAIRED AND BLIND
PRESCHOOL CHILDREN)**

Birth-6 Years	Donnie Brown
Criterion -	Vickie Simmons
Referenced	Judy Methvin

PURPOSE: The Skills Inventory assesses the development in children who have visual deficits.

DOMAINS:

Cognition	Socialization
Language	Fine Motor
Self-Help	Gross Motor

TEST ITEMS: Total of 363 items.

ADMINISTRATION: An Early Intervention Specialist can administer the inventory. Assessment is administered individually.

SCORING: Skill items are scored with a checkmark (✓) indicating proficiency in the behavior. Total scores are not computed.

TIME: Length of assessment time was not indicated in the reference cited.

STANDARDIZATION: Standardization was not indicated in the reference cited.

COST:

Complete Kit.....	\$60.00 (1989 listing)
Manual - 5 Skill Inventories	
Skill Inventories (5).....	\$20.00

REFERENCE: Minnesota Department of Education. Instruments and Procedures for Assessing Young Children. St. Paul, MN: Special Education Section, 1985.

TIME:

The interview method takes 30-50 minutes.
The informant and observation method times are not indicated.
The author indicates that the informant and interview methods can provide sufficient information and the direct observation can "pinpoint specific instructional objectives."

STANDARDIZATION:

Standardization was determined by informant accuracy with 50 developmentally disabled students representing different functioning levels.

COST:

Complete Kit	\$36.00	
Administration Manual		
Answer/Profile Sheets (50)		
Administration Manual	\$23.00	- Does not Include
Answer/Profile Sheets (50)	\$15.00	an Answer/Profile
		Sample in the
		Manual

American Guidance Service
Publisher's Building
Circle Pines, MN 55014
800-328-2560

**VINELAND ADAPTIVE BEHAVIOR
SCALES - EXPANDED FORM**

Birth-19 Years	David A. Balla
Norm -	Domenic V. Cicchetti
Referenced	Sara S. Sparrow

PURPOSE: The Vineland Adaptive Behavior Scales - Expanded Form assesses adaptive behavior. The Expanded Form is more comprehensive than The Vineland - Survey Form.

DOMAINS:

Communication	Socialization
Daily Living Skills	Motor Skills
	Maladaptive Behavior (optional)

TEST ITEMS: Total of 577 items/Full Battery.

Full Battery

Communication	133 test items
Daily Living Skills	201 test items
Socialization	134 test items
Motor Skills	73 test items
Maladaptive Behavior	36 test items

Skill items are often clustered within an age range of 1 to 4 or 1 to 7. A specific number of skills for a birth-36 month range cannot be determined.

ADMINISTRATION: A professional with training and experience in assessment and test interpretation can administer the scales. Assessment is administered individually in a semi-structured interview format with a parent or caregiver.

SCORING: Skill items are scored using 2 = Yes, usually; 1 = sometimes or partially; 0 = Never; N = No opportunity; and DK = Don't know. Basal and ceiling levels are established.

TIME: The scales can be administered in 60-90 minutes.

STANDARDIZATION: Standardization was determined using approximately 4,800 handicapped and non-handicapped individuals.

COST:

Starter Set..... \$68.00

Expanded Form Starter Set

Survey Form Starter Set

10 Record Booklet/Profiles & Manual for Each

Expanded Form Manual..... \$30.00 - Does not Include

Expanded Form Package..... \$45.00 a Sample Record

Booklets (25) Profiles (25) Booklet/Profile
in the Manuals

Survey Form Manual..... \$24.00

Survey Form Booklets (25)..... \$22.00

Approximately 15 components can be purchased.

American Guidance Service
Publisher's Building
Circle Pines, MN 55014
800-328-2560

VINELAND ADAPTIVE BEHAVIOR
SCALES - SURVEY FORM

Birth-19 Years	David A. Balla
Norm -	Domenic V. Cicchetti
Referenced	Sara S. Sparrow

PURPOSE: The Vineland Adaptive Behavior Scales - Survey Form assesses adaptive behavior. The Vineland - Survey Form is more of a general assessment than the Vineland - Expanded Form.

DOMAINS:

Communication	Socialization
Daily Living Skills	Motor Skills
	Maladaptive Behavior (optional)

TEST ITEMS: Total of 297 items/Full Battery.
Total of 95 items/Birth-36 Months.

	Full Battery	Birth-36 Months
Communication	67 test items	29 test items
Daily Living Skills	92 test items	22 test items
Socialization	66 test items	21 test items
Motor Skills	36 test items	23 test items

ADMINISTRATION: An Early Intervention Professional with training and experience in assessment and test interpretation can administer the scales. Assessment is administered individually in a semi-structured interview format with a parent or caregiver.

SCORING: Skills items are scored using 2 = Yes, usually; 1 = Sometimes or partially; 0 = Never; N = No opportunity; and DK = Don't know. Basal and ceiling levels are established.

TIME: The scales can be administered in 20-60 minutes.

STANDARDIZATION: Standardization was determined using approximately 4,800 handicapped and non-handicapped individuals.

COST:

Starter Set.....	\$68.00	
Expanded Form Starter Set		
Survey Form Starter Set		
10 Record Booklet/Profiles & Manual for Each		
Expanded Form Manual.....	\$30.00	- Does not Include
Expanded Form Package.....	\$45.00	a Sample Record
Booklets (25) Profiles (25)		Booklet/Profile
		in the Manuals
Survey Form Manual.....	\$24.00	
Survey Form Booklets (25).....	\$22.00	
Approximately 15 components can be purchased.		

Canadian Association for
Community Living
Kinsmen NIMR Building
York University Campus
4700 Keale Street
Downsview, Ontario M3J1P3
416-661-9611

VULPÉ ASSESSMENT BATTERY

Birth-6 Years Shirley German Vulpé
Criterion -
Referenced

PURPOSE: The Vulpé Assessment Battery assesses competencies in the various developmental areas of atypically developing children.

DOMAINS:

Basic Senses and Functions	Activities of Daily Living
Gross Motor	Cognitive Processes and
Fine Motor	Specific Concepts
Expressive Language	Organizational Behaviors
Receptive Language	Environmental

TEST ITEMS: Total of 1,179 items/Full Battery.
Total of 877 items/Birth-36 Months.

	Full Battery	Birth-36 Months
Basic Senses and Functions	16 test items	No indication
Gross Motor	206 test items	169 test items
Fine Motor	177 test items	140 test items
Expressive Language	160 test items	118 test items
Receptive Language	81 test items	79 test items
Activities of Daily Living	177 test items	141 test items
Cognitive Processes	194 test items	140 test items
Organizational Behaviors	79 test items	60 test items
Environmental Observations	44 test items	No indication

ADMINISTRATION: An Early Intervention Specialist can administer the battery. Assessment is administered individually.

SCORING: Skill items are scored using a 1-7 scale.

- 1 = No evidence of participation
- 2 = Attention/No participation
- 3 = Physical Assistance
- 4 = Social/Emotional Assistance
- 5 = Verbal Assistance
- 6 = Independent
- 7 = Transfer Ability

TIME:

The battery can be administered in 1 hour or less. It is not necessary for all items to be administered.

STANDARDIZATION: Standardization was not conducted.

COST:

Administration Manual.....	\$20.00	- Includes a Test & Scoring Booklet
Assessment Sections -		Sample in the Manual
0-12 Months.....	\$12.00	
13-24 Months.....	\$12.00	
25-36 Months.....	\$12.00	
Scoring Booklet.....	\$ 3.00	

Central Wisconsin Center
for the Developmentally Disabled
317 Knutson Drive
Madison, WI 53704
608-249-2151

WISCONSIN BEHAVIOR RATING SCALE

Birth-3 Years Central Wisconsin
Developmentally Center for the
Norm-Referenced Developmentally
 Disabled

PURPOSE: The Wisconsin Behavior Rating Scale assesses the adaptive behavior of individuals functioning at or below the developmental level of three years old.

DOMAINS: Gross Motor Expressive Communication Domestic Activities
 Fine Motor Receptive Communication Eating
 Play Skills Socialization Toileting
 Dressing Grooming

TEST ITEMS: Total of 176 items
 Gross Motor - 23 test items Socialization - 12 test items
 Fine Motor - 14 test items Domestic Activities - 9 test
 Play Skills - 13 test items items
 Dressing - 6 test items Eating - 15 test items
 Exp. Communication - 27 test Toileting - 10 test items
 items Grooming - 17 test items
 Rec. Communication - 20 test
 items

ADMINISTRATION: An Early Intervention Specialist can administer the scale. The scale can be administered through an interview format or direct observation. Assessment is administered individually.

SCORING: Skill items are scored as 0 = individual does not perform/respond, 1 = emergent behavior, 2 = skillfully performed, and N.O. = no opportunity. Basal and ceiling levels are established.

TIME: The scales can be administered in 10-15 minutes.

STANDARDIZATION: Standardization was determined using 325 severely/profoundly retarded residents of the Central Wisconsin Center for the Developmentally Disabled. The residents ranged from 1 year to 72 years of age. A community sample of 184 normal infants and children was also used to determine reliability.

COSTS: Administration Manual and One Scale \$ 1.25
 Scales (25) \$ 9.00
 Scales (100) \$33.50

Pro-Ed
8700 Shoal Creek Blvd.
Austin, TX 78758
512-451-3246

**DEVELOPMENTAL ASSESSMENT
FOR THE SEVERELY HANDICAPPED**
Birth-96 Months Mary Kay Dykes
Criterion - Referenced

PURPOSE: The Developmental Assessment for the Severely Handicapped is an instrument that assesses strengths and weaknesses of handicapped and non-handicapped individuals. The instrument can be used as a screening or diagnostic measurement.

DOMAINS:

Language	Activities of Daily Living
Sensory-Motor	Preacademic
Social-Emotional	

TEST ITEMS: Total of 1,494 items/Full Battery.
Total of 643 items/Birth-36 Months.

	Full Battery	Birth-36 Months
Language	342 test items	222 test items
Sensory-Motor	263 test items	157 test items
Social-Emotional	226 test items	127 test items
Activities of Daily Living	264 test items	70 test items
Preacademic	399 test items	67 test items

ADMINISTRATION: An Early Intervention Specialist can administer the assessment. Assessment is administered individually.

SCORING: Skills items are scored using a + or - indicating that the behavior was present or absent along a 7 level scale. Basal and ceiling levels are established.

TIME: The assessment can be administered in 2-3 hours.

COST:

Complete Kit	\$89.00
Manual-Language Scale (5) - Sensory-Motor Scale (5) - Social-Emotional Scale (5) - Activities of Daily Living Scale (5) Preacademic Scale (5) - Daily Plan Sheets (25) - Comprehensive Program Evaluation (50) - Individual Plan Sheets (25)	
Language Scales (10)	\$35.00
Sensory-Motor Scales (10)	\$35.00
Social-Emotional Scales (10)	\$35.00
Activities of Daily Living Scales (10)	\$35.00
Preacademic Scales (10)	\$35.00

Specific
Screen



The Speech Bin
231 Clarksville Road
P.O. Box 218
Princeton Junction, NY 08550-0218
609-799-3935

**THE EARLY LANGUAGE MILESTONE
SCALE**

Birth-3 Years James Coplan
Norm -
Referenced
Screening

PURPOSE: The Early Language Milestone Scale assesses language development in young children.

DOMAINS: Auditory Expressive
Auditory Receptive
Visual

TEST ITEMS: Total of 42 items.
Auditory Expressive - 19 test items
Auditory Receptive - 13 test items
Visual - 10 test items

ADMINISTRATION: An Early Intervention Specialist can administer the scale. Assessment is administered individually.

SCORING: Skill items are scored using P = pass and F = fail.
Parent report is permitted.
Basal and ceiling levels are established.

TIME: The scale can be administered in approximately 15-30 minutes.

STANDARDIZATION: Standardization was determined using 96 male and 95 females age birth to 36 months. The sample children were tested during routine visits at clinics and private practice offices.

COST: Complete Kit..... \$64.00
Manual - 100 Forms - Toys
Forms (100)..... \$21.00

Infantest Corporation
11000 Cedar Avenue, 4th Floor
Cleveland, OH 44106
216-229-2939

**THE FAGAN TEST OF INFANT
INTELLIGENCE**

Infants Joseph F. Fagan II
Screening

PURPOSE: The Fagan Test of Infant Intelligence assesses infant responses to visual stimuli in order to identify potentially deficient infants vs. potentially normal infants.

DOMAINS: Domains were not indicated.

TEST ITEMS: Total of 10 tests that are repeated periodically.

ADMINISTRATION: An Early Intervention Specialist with training from the Infantest Corporation can administer the inventory. A computer is necessary for administration.

SCORING: Skills are indicated by computer.

TIME: The test can be administered in 15-20 minutes.

STANDARDIZATION: Standardization was determined using 128 high-risk infants.

COST: Charges for components are under revision. Contact Infantest Corporation for current prices.

Media Resource Center
Meyer Children's Rehabilitation
Institute
University of Nebraska Medical
Center
444 South 44th Street
Omaha, NB
402-559-6400

**MILANI-COMPARETTI MOTOR
DEVELOPMENT SCREENING TEST**
Birth-2 Years Meyer Children's
Criterion - Rehabilitation
Referenced Institute

PURPOSE: The Milani-Comporetti Motor Development Screening Test assesses a child's motor development to identify abnormal movement patterns.

DOMAINS: Motor:
Evoked Responses
Spontaneous Behaviors

TEST ITEMS: Total of 27 items.
"The majority of test items are scored within the first 16 months... the test provides the most detailed information regarding children between 3 to 12 months of age."

ADMINISTRATION: A professional from a clinical environment can administer the test. Assessment is administered individually.

SCORING: Skill items are scored as 0, 1, 2, 3 indicating delays of 1/2-1 month to a delay greater than 3 months.

TIME: The test can be administered in 10 to 15 minutes.

STANDARDIZATION: Standardization was determined using 155 male and 157 female Omaha area children. The children were seen in day care centers, private homes, and well-baby clinics.

COST: Administration Manual.....\$10.00 - Includes a
Sample Score
Sheet in the
Manual

Specific
Diagnostic



University of Illinois Press
Box 5081 Station A
Champaign, IL 61820
217-333-0950

ASSESSMENT IN INFANCY, ORDINAL
SCALES OF PSYCHOLOGICAL DEVELOPMENT
1-24 Months Ina G. Uzgiris
Criterion-Referenced J. McV. Hunt

PURPOSE: The Ordinal Scales of Psychological Development assesses cognitive development. The Scales utilize the work of Piaget.

DOMAINS:

- Scale I: The Development of Visual Pursuit and the Performance of Objects
- Scale II: The Development of Means of Obtaining Desired Environmental Events
- Scale IIIa: The Development of Vocal Limitation
- Scale IIIb: Gestural Imitation
- Scale IV: The Development of Operational Causality
- Scale V: The Construction of Object Relations in Space
- Scale VI: The Development of Schemes for Relating to Objects

TEST ITEMS:

- Scale I: 15 test items
- Scale II: 12 test items
- Scale IIIa: 6 test items
- Scale IIIb: 4 test items
- Scale IV: 7 test items
- Scale V: 11 test items
- Scale VI: 10 test items

ADMINISTRATION: An Early Intervention Specialist well trained in observation techniques can administer the scales. The scales do not need to be given sequentially or during a single session. Selection of isolated scales is permitted. Assessment is administered individually.

SCORING: One to 7 trials are permitted for each skill item. The following is the only indication of how to score the trials:

"...there is a place to list the infant's actions observed in each of the eliciting situations. These can be listed by means of the letters for the infant actions given under each eliciting situation."

TIME: Each scale can be administered in 10-20 minutes.

STANDARDIZATION: Standardization was not conducted.

COST:

Hard Cover Manual.....	\$24.95	- Includes a
Soft Cover Manual.....	\$12.95	Form Sample
Record Forms(5).....	\$15.75	in the Manual

The Psychological Corporation
Harcourt, Brace, Jovanovich
665 Academic Court
San Antonio, TX 78204
800-228-0752

**BAYLEY SCALES OF INFANT
DEVELOPMENT**

Birth-30+ Months Nancy Bayley
Norm -
Referenced

PURPOSE: The Bayley Scales measure the status of development in infants and young children.

DOMAINS:

Sensoriperceptual Skills	Problem Solving
Discrimination	Vocalizations
Object Constancy	Body Control
Memory	Large Muscle Coordination
Learning	Fine Motor Manipulation

TEST ITEMS: Total of 244 items.
Mental Scale - 163 items
Motor Scale - 81 items

ADMINISTRATION: A professional can administer the scales. The type of professional is not indicated. Assessment is administered individually.

SCORING: Skill items are scored as 1 point for each item passed. The raw scores are converted into an index. Basal and ceiling levels are established.

TIME: Assessment can be done in approximately 45-75 minutes.

STANDARDIZATION: Standardization was determined using a sample of 1,262 children.

COST:

Complete Kit.....	\$449.00
Necessary Equipment - Manual - 25 each of	
Mental Scales, Motor Scales, and Infant	
Behavior Record Forms - Carrying Case	
Administration Manual.....	\$ 35.00 - Does not
	include
Approximately 25 components can be purchased.	Sample
	Record
	Forms in
	the Manual

Stoelting Co.
1350 S. Kostner Avenue
Chicago, IL 60623
312-522-4500

**BEHAVIOR RATING INSTRUMENT
FOR AUTISTIC AND OTHER
ATYPICAL CHILDREN**

Age Range Below	Bertram A. Ruttensburg Beth I. Kalish
Criterion - Referenced	Charles Wenar Enid G. Wolf

- AGE RANGE:** The scales begin with the "...most severe autistic behavior and progresses to that of a normal 3-1/2 to 4-1/2 year old."
- PURPOSE:** The Behavior Rating Instrument assesses dimensions of behavior in the autistic, atypical, or "untestable" children.
- DOMAINS:**
- | | |
|---------------------------------------|------------------------------|
| Relationship to Adults | Social Responsiveness |
| Communication | Sound and Speech Reception |
| Drive for Mastery | Psychobiological Development |
| Vocalization and Expressive
Speech | Body Movement |
- TEST ITEMS:** Total of 10-100 points per level of performance on each scale/domain. Each domain is divided into 10 levels of performance.
- ADMINISTRATION:** An Early Intervention Specialist who is "...trained in its use according to instructions in this manual" can administer the instrument. It is recommended that there be 40-80 hours of training. Assessment is done individually by observation in a typical setting. No direct intervention by the rater is permitted.
- SCORING:** Ten points are distributed among the 10 levels of each scale "...according to the proportionate amount of behavior shown in each category...". Each scale is a separate entity and is not necessarily comparable to the other sections.
- TIME:** The assessment can be administered in an observation setting of 2-4 hours.
- STANDARDIZATION:** Reliability was determined using 195 normal children ages one to five and 75 autistic children ages three to eight.
- COST:** Complete Kit..... \$175.00
- Components Listed Below:
- | | |
|----------------------------------|--|
| Individual Score Sheets (200.... | \$ 40.00 |
| Total Score Sheets (25)..... | \$ 11.50 |
| Intrascale Profile Forms (200).. | \$ 39.75 |
| Intrascale Profile Forms (25)... | \$ 11.50 |
| Descriptive Guides (25)..... | \$ 34.50 |
| Suggested Individual Plans (25). | \$ 11.50 |
| Report Forms (25)..... | \$ 39.75 |
| Manual..... | \$34.50 - Includes Sample
Forms in the Manual |

The University of Texas at Dallas
Callier Center for Communication
Disorders
1966 Inwood Road
Dallas, TX 75235
214-905-3000

THE CALLIER-AZUSA SCALE(H)
Birth-24 Months Christy Battle
Criterion - Robert Stillman
Referenced

- PURPOSE:** The Callier-Azusa Scale assesses the communicative abilities of deaf-blind and profoundly handicapped children.
- DOMAINS:** Representational and Symbolic Abilities
Receptive Communication
Intentional Communication
Reciprocity
- TEST ITEMS:** Total of 193 items.
Representational and Symbolic Abilities - 63 test items
Receptive Communication - 47 test items

The profile sheet is divided into 1-month intervals.
- ADMINISTRATION:** A professional with speech/language training can administer the scale.
- SCORING:** Skill items are scored on the profile sheet with a 0 (circle) for demonstrated abilities and [] (brackets) for emerging abilities. A 2-week observation period is suggested.
- TIME:** The scale could be administered in less than the 2-week observation period. The examiner is permitted to elicit and initiate interactions. Two or three 1-hour observation periods may give necessary behavioral information.
- STANDARDIZATION:** Standardization was not indicated.
- COST:** Administration Manual/Scale..... \$12.00 - Includes a Sample Profile in the Manual
(H: Communication)

Scholastic Testing Service, Inc.
480 Meyer Road
P.O. Box 1056
Bensenville, IL 60106-8056
312-766-7150

EARLY COPING INVENTORY

4-36 Months Shirley Zeitfin
G. Gordon Williamson
Criterion - Margaret Szczepanski
Referenced

PURPOSE: The Early Coping Inventory assesses the coping-related behaviors of infants and toddlers.

DOMAINS: Sensorimotor Organization
Reactive Behavior
Self-Initiated Behavior

TEST ITEMS: Total of 48 items.
Sensorimotor Organization - 16 test items
Reactive Behavior - 16 test items
Self-Initiated Behavior - 16 test items

ADMINISTRATION: An Early Intervention Specialist can administer the inventory.

SCORING: Skill items are scored using:
1 = Not Effective
2 = Minimally Effective
3 = Situationally Effective
4 = Effective More Often Than Not
5 = Consistently Effective Across Situations

TIME: The inventory can be completed after observing the child in a variety of situations. Observation periods would be approximately 15-30 minutes.

STANDARDIZATION: Standardization was determined using early intervention programs at the John F. Kennedy Medical Center and in New Jersey.

COST:

Starter Set.....	\$30.00	
1 Manual - 20 Forms		
Specimen Set.....	\$15.00	
1 Manual - 1 Form		
Forms (20).....	\$18.00	
Manual.....	\$ 15.00	- Does not Include a Sample Form in the Manual

The Ohio State University
The Nisonger Center
1580 Cannon Drive
Columbus, OH 43210
614-292-9920

ECO SCALES

Age Range James D. MacDonald
Below Yvonne Gillette
Criterion -
Referenced

AGE RANGE: Infants and children who are pre-school or school age.

PURPOSE: The ECO Scales assess the social and communicative development of children in the interactional context.

DOMAINS: Social Play Interaction
Communication Problems
Language
Conversation

TEST ITEMS: Total of 33 items.

	Child	Adult
Social Play	2 test items	3 test items
Communication	4 test items	2 test items
Language	2 test items	2 test items
Conversation	2 test items	3 test items

Interaction - 5 test items.
Problems - 8 test items.

ADMINISTRATION: A speech-language pathologist can administer the scales. Assessment can be administered in the home, private clinics, preschools, and developmental training centers during observations.

SCORING: Skill items are scored using a rating scale of:

1-2 = Low
3-4 = Low-Mid
6-7 = High-Mid
8-9 = High

A +/- is used for marking subitems.

TIME: The scales can be administered in 2 or 3 five-minute observations.

STANDARDIZATION: Standardization was not indicated. The author interacted with 4 local classrooms and 200 children during weekly family assessments.

COST: The scales are in press and are not currently available.

Test Center, Inc.
Snug Harbor Village
7721 Holiday Drive
Sarasota, FL 33581

**GRIFFITHS MENTAL DEVELOPMENT
SCALE**

2 Weeks-8 Years Ruth Griffiths
Norm -
Referenced

PURPOSE: The Griffiths Mental Development Scale assesses mental development in young children.

DOMAINS: Locomotion Performance
 Personal-Social Eye and Hand Coordination
 Hearing and Speech Practical Reasoning

TEST ITEMS: Not indicated.
 0-2 year range
 3-8 year range

ADMINISTRATION: A psychologist can administer the scale.

SCORING: Not indicated. A Developmental Age, Developmental Quotient, Mental Age, and Mental Quotient is established.

TIME: Not indicated.

STANDARDIZATION: Reliability studies were conducted on 2,260 children.

COST: \$440.00 (1982 listing).

REFERENCE: Illinois State Board of Education. Early Childhood Assessment: Recommended Practices and Selected Instruments. Springfield, IL: Department of Specialized Services, 1982.

The Psychological Corporation
Harcourt, Brace, Jovanovich
655 Academic Court
San Antonio, TX 78204
800-228-0752

INFANT INTELLIGENCE SCALE
2-30 Months Psyche Cattell
Norm -
Referenced

PURPOSE: The Infant Intelligence Scale assesses infant intelligence.

DOMAINS: Domains were not indicated.

TEST ITEMS: Total of 90 items.
Two-12 months are in 1-month intervals - 5 items each.
Twelve-24 months are in 2-month intervals - 5 items each.
Twenty-four-30 months are in 3-month intervals - 5 items each.

ADMINISTRATION: A psychologist can administer the scale. Assessment is administered individually.

SCORING: Skill items are scored using a plus or minus.

TIME: The scales can be administered in 20-30 minutes.

STANDARDIZATION: Standardization was determined using 274 children.

COST: Complete Kit..... \$375.00 (1989 listing)
25 Record Forms - Equipment - Case
Manual..... \$ 55.00

REFERENCE: Minnesota Department of Education. Instruments and Procedures for Assessing Young Children. St. Paul, MN: Special Education Section, 1985.

Human Services Information
Center
317 Knutson Drive
Madison, WI 53704
608-249-2157

**A MOTOR DEVELOPMENT
CHECKLIST**

1-15 Months Anna M. Doudlah
Criterion -
Referenced

PURPOSE: The Motor Development Checklist assesses motor behavior of infants. Photos aid in the accuracy of assessment.

DOMAINS: Movement in Place Being Upright in Space
Rolling
Movement Through Space Quadrupedal Position
Movement Through Space in the Upright Position

TEST ITEMS: Total of 35 items.
Movement in Place - 8 test items
Rolling - 4 test items
Movement... Quadrupedal Position - 7 test items
Movement... Upright Position - 8 test items
Being Upright in Space - 8 test items

ADMINISTRATION: An Early Intervention Specialist can administer the checklist during the observation of spontaneous motor movement.

SCORING: Skills items are scored using either a checkmark format of skills demonstrated or a scale of 0 = Does not perform task, 1 = Beginning to attempt task, 2 = Performs task occasionally, and 3 = Performs task skillfully.

TIME: Assessment is completed on a monthly basis during observed spontaneous motor movement.

STANDARDIZATION: Standardization was not indicated. Items were selected according to movie records of 20 normal children over an 18-month period and 15 handicapped children.

COST: Checklist and 5 Score Sheets..... \$ 2.00
Videotape..... \$40.00

Tape is available on loan without cost.

The Psychological Corporation
Harcourt, Brace, Jovanovich
655 Academic Court
San Antonio, TX 78204
800-228-0752

OLIVER

Age Range Below James D. MacDonald
Criterion -
Referenced

- AGE RANGE:** Non-verbal or minimally verbal individuals.
- PURPOSE:** The Oliver assesses the communicative behaviors of a child in his home environment.
- DOMAINS:** General Information and History
Different Ways the Child Communicates
Hearing and Listening
Memory Tasks
Attention, Play, Imitation, Receptive Language, Expressive Language
Observation Tasks
Attention, Play, Motor Imitation, Verbal Imitation, Receptive Language, Expressive Language
- TEST ITEMS:** Total of 53 inventory items.
General Information and History - 25 inventory questions
Different Ways the Child Communicates - 6 inventory questions
Hearing and Listening - 9 inventory questions
Memory Tasks - 16 inventory questions
Observation Tasks - 17 inventory questions
- ADMINISTRATION:** An Early Intervention Specialist can direct the administration of the inventory. Parents are to complete the inventory in their home from their own observations of the child. The Oliver is intended to be used prior to a formal assessment.
- SCORING:** Items are scored using completion statements, yes/no checking-off of appropriate areas, examples, and comments. The Oliver provides a summary recording sheet.
- STANDARDIZATION:** Standardization was not indicated.
- COST:** Administration Manual..... \$ 8.00 - Does not include
Report Forms (12)..... \$15.00 a Sample Report
Form in the
Manual

DLM Teaching Resources
P.O. Box 4000
One DLM Park
Allen, TX 75002
800-527-4747

**PEABODY DEVELOPMENTAL
MOTOR SCALES**

Birth-83 Months M. Rhonda Folio
Norm - Rebecca R. Fewell
Referenced

PURPOSE: The Peabody Developmental Motor Scales assesses gross and fine motor development.

DOMAINS: Reflexes Grasping
Balance Hand Use
Non-Locomotor Eye-Hand Coordination
Locomotor Finger Dexterity
Receipt and Propulsion

TEST ITEMS: Total of 282 items/Full Battery.
Birth to 6 months are in one-month increments.
Six months - 83 months are in 6-month increments.
Gross motor contains 10 items per interval.
Fine motor contains 6-8 items per interval.

ADMINISTRATION: A professional knowledgeable in motor development can administer the scales. Assessment is administered individually.

SCORING: Skill items are scored using 0 = Does not attempt task; 1 = Attempts, does not meet criteria; and 2 = Pass. Basal and ceiling levels are established.

TIME: The scales can be administered in 20-30 minutes.

STANDARDIZATION: Standardization was determined using 617 children in 20 states.

COST: Complete Kit..... \$180.00
Manual - 15 Response Scoring Booklets - Activity
Cards - Assessment Equipment -
Response/Scoring Booklets (15)..... \$ 20.00

Pro-Ed
5341 Industrial Oaks Blvd.
Austin, TX 78735
512-451-3246

**RECEPTIVE-EXPRESSIVE EMERGENT
LANGUAGE SCALE**

Birth-3 Years Kenneth R. Bzoch
Criterion - Richard League
Referenced

PURPOSE: The Receptive-Expressive Emergent Language Scale assesses specific language problems in young children.

DOMAINS: Receptive Language
Expressive Language

TEST ITEMS: Total of 132 items.
Receptive Language - 66 test items
Expressive Language - 66 test items

ADMINISTRATION: An Early Intervention Specialist can administer the scale. Assessment is administered individually through a parent interview.

SCORING: Skill items are scored using + = typical behavior, - = behavior not observed, and ± = emergent behavior.

TIME: The scales can be administered in one short interview of approximately 20-30 minutes.

STANDARDIZATION: Standardization was determined using Caucasian infants from a rich linguistic environment. The number of children in the sample was not indicated.

COST: Administration Manual & 25 Test Forms.....\$34.00
Administration Manual.....\$19.00 - Does not
Test Forms (25).....\$17.00 Include a
Sample Test
Form/Test
in the
Manual

University of Washington Press
4045 Brooklyn N.E.
Seattle, WA 98105
800-441-4115

SEQUENCED INVENTORY OF
COMMUNICATION DEVELOPMENT
4-48 Months Dona Lea Hedrick
Elizabeth M. Prather
Norm - Annette R. Tobin
Referenced

PURPOSE: The Sequenced Inventory of Communication Development assesses speech-language disorders.

DOMAINS: Receptive Scale - Awareness, Discrimination, Understanding
Expressive Scale - Imitating, Initiating, Responding, Verbal
Output, Articulation

TEST ITEMS: Total of 81 items.
Receptive Scale - 35 test items
Expressive Scale - 46 test items

ADMINISTRATION: An Early Intervention Specialist can administer the inventory, but should be very familiar with the inventory instructions.

SCORING: Skill items are scored using Yes and No with opportunities for parent report. Basal and ceiling levels are established. Assessment is administered individually.

TIME: The inventory can be administered in 30-60 minutes.

STANDARDIZATION: Standardization was determined using 252 children between 4 and 48 months from the general population of Seattle.

COST:

Complete Kit.....	\$250.00
Instruction Manual - Test Manual -	
Expressive Scale & 2 Profiles (50) -	
Receptive Scale & 2 Profiles (50) -	
Administration Equipment - Carrying	
Case	
Instruction Manual.....	\$ 20.00
Test Manual.....	\$ 20.00 - Includes Sample
Instruction & Test Manual.....	\$ 30.00 Scales in the
Expressive Scale & 2 Profiles (50)..	\$ 25.00 Manual
Receptive Scale & 2 Profiles (50)..	\$ 25.00

DLM Teaching Resources
P.O. Box 4000
One DLM Park
Allen, TX 75002
800-527-4747

**SCALES OF INDEPENDENT
BEHAVIOR**

Birth-40+ Years	Robert H. Bruininks Richard W. Woodcock
Norm - Referenced	Richard F. Weatherman Bradley K. Hill

PURPOSE: The Scales of Independent Behavior assesses adaptive and problem behaviors.

DOMAINS:

Motor Skills	] - Full Scale
Social and Communication Skills	
Personal Living Skills	
Community Living Skills	
Problem Behaviors	

TEST ITEMS:

- Total of 226 items/Full Scale.
- Total of 32 items/Early Development Scale.
- Total of 32 items/Short Form.
- Total of 8 items/Problem Behaviors Scale.

- Motor Skills - 34 test items.
- Social and Communication Skills - 49 test items.
- Personal Living Skills - 76 test items.
- Community Living Skills - 64 test items.
- Problem Behaviors - 8 test items.

ADMINISTRATION: A professional can administer the scales. Assessment is administered individually.

SCORING: Skill items for the Full Scale are scored using a rating scale of 0 = Never or rarely performs task, 1 = Does not do task well, 2 = Does the task fairly well, and 3 = Does the task very well.

Skill items for the Problem Behaviors Scale are scored using a frequency rating scale of

- 1 = Less than once a month
- 2 = 1-3 times a month
- 3 = 1-6 times a month
- 4 = 1-10 times a day
- 5 = 1 or more times an hour

and a severity rating of

- 0 = Not serious
- 1 = Slightly serious
- 2 = Moderately serious
- 3 = Very serious
- 4 = Extremely serious

Basal and ceiling levels are established.

TIME: The scales can be administered in 45-60 minutes for the complete scales and 10-15 minutes for the short form, early development scale, and clusters.

STANDARDIZATION: Standardization was determined using 1,700 individuals.

COST:

Complete Kit.....	\$125.00
Interviewer's Manual - Test Book - 25 Response Booklets	
Response Booklets (25).....	\$ 22.00
Development and Standardization of the Scales of Independent Behavior Manual.....	\$ 20.00

Parent
Questionnaires



Family Development Resources, Inc.
219 E. Madison Street
Eau Claire, WI 54703
715-833-0904

ADULT-ADOLESCENT PARENTING INVENTORY
Adults-Adolescents
12-20 Steven J. Bavolek
Questionnaire

PURPOSE: The Adult-Adolescent Parenting Inventory assesses the strengths and needs of parenting skills or attitudes based upon parenting patterns that have seemed to contribute to abusive parent-child interactions. "Based on an individual's response within each of the four parenting patterns, specific instruction can be implemented to remediate assessed parenting and child rearing deficiencies."

DOMAINS: Inappropriate Parental Expectations of the Child
Lack of Empathy Toward Children's Needs
Parental Value of Physical Punishment
Parent-Child Role Reversal

TEST ITEMS: Total of 32 items.
Inappropriate Parental Expectations of the Child - 8 inventory items
Lack of Empathy Toward Children's Needs - 10 inventory items
Parental Value of Physical Punishment - 8 inventory items
Parent-Child Role Reversal - 6 inventory items

ADMINISTRATION: An Early Intervention Specialist can administer the inventory. The self-report inventory can be administered on an individual or group basis.

SCORING: Skill items are scored as Strongly Agree; Agree; Uncertain; Disagree; Strongly Disagree.

TIME: Parents can complete the inventory in approximately 20-30 minutes.

STANDARDIZATION: A total of 8,806 adults and adolescents participated with the inventory. Internal reliability and test-retest reliability was conducted.

COST:

Complete Kit	\$43.50	
Manual - 20 Pre-tests (A) - 20 Post-tests (B) -		
40 Profiles - Scoring Stencils for A & B		
Manual	\$15.50	- Does not
Pre-test (A) (20).....	\$ 8.00	include a
Post-test (B) (20).....	\$ 8.00	Sample Test
Profiles (40).....	\$ 5.60	Booklet in
Scoring Stencil (A).....	\$ 3.15	the Manual
Scoring Stencil (B).....	\$ 3.15	

DAKOTA, Inc.
680 O'Neill Drive
Eagan, MN 55121
612-455-2335

FAMILY ASSESSMENT FOCUS
Adults DAKOTA, Inc.
Questionnaire

PURPOSE: The Family Assessment Focus assesses the observations, concerns and priorities of parents in relationship to their child.

DOMAINS: Assessment of the Child

TEST ITEMS: Total of 12 items.

ADMINISTRATION: Parents complete the questionnaire prior to the first home visit. It is highly recommended by DAKOTA, Inc. that the questionnaire be used in conjunction with the Program Entry Questionnaire.

SCORING: Items are marked using a completion format.

TIME: The questionnaire can be completed in 10-20 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No charge.

The Me Too Program
Fairfield, CA 94533
707-429-5075

**FAMILY ASSESSMENT OF
NEEDS**

Adults The Me Too Program
Questionnaire

- PURPOSE:** The Family Assessment of Needs identifies the needs of families in relationship to their child. The assessment is a modification of the Parent Assessment of Needs designed by the PAVII Program.
- DOMAINS:**
- | | |
|--------------------------|----------------------|
| Orientation and Mobility | Family Activities |
| Interaction with Objects | Community Activities |
| Interaction with People | How About You |
| Communication | Priorities |
| Home Routines | |
- TEST ITEMS:**
- Total of 91 items.
 - Orientation and Mobility - 13 items
 - Interaction with Objects - 14 items
 - Interaction with People - 14 items
 - Communication - 14 items
 - Home Routines - 24 items
 - Family Activities - 1 item
 - Community Activities - 2 items
 - How About You - 6 items
 - Priorities - 3 items
- ADMINISTRATION:** The parent can choose to complete the assessment, have the staff person to interview for the assessment, or a combination of the two approaches.
- SCORING:** Items are marked using completion and checking the appropriate items.
- TIME:** The assessment can be completed in 20-30 minutes.
- STANDARDIZATION:** Standardization was not indicated.
- COST:** No charge.

Frank Porter Graham
Child Development Center
The University of North Carolina
at Chapel Hill
CB #8180
Chapel Hill, NC 27599-8180
919-962-2211

FAMILY NEEDS SURVEY-FORM H

Adults	Donald Bailey
Questionnaire	Rune Simeonsson

PURPOSE: The Family Needs Survey assesses the needs of parents who have special children.

DOMAINS:

Needs for Information	Community Services
Needs for Support	Financial Needs
Explaining to Others	Family Functioning

TEST ITEMS:

Total of 35 items. . .

- Needs for Information - 7 items
- Needs for Support - 8 items
- Explaining to Others - 5 items
- Community Services - 5 items
- Financial Needs - 6 items
- Family Functioning - 4 items

ADMINISTRATION: Parents complete the survey and return it to the program.

SCORING: Items are marked circling 1 = Do not need help, 2 = Not sure, and 3 = Definitely need help. A question to indicate further needs is provided.

TIME: The survey can be completed in 10-15 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No charge.

The Pennsylvania State University
Special Education Division
304 Cedar
University Park, PA 16802
814-863-2287

THE HICOMP FAMILY INVENTORY
Families P. David Kurtz
Questionnaire John T. Neisworth

PURPOSE: The HICOMP Family Inventory assesses family needs as it is related to the developmental progress of children in which some type of direct service can be implemented by a family worker to remediate detected problems or needs.

DOMAINS:

Family Organization	Ancillary Family Services
Nutritional Practices	Financial Management
Family's Understanding of the Handicapped Child	Parent-Child Interaction
Health Care	

TEST ITEMS:

Total of 183 items.
Family Organization - 39 inventory items
Ancillary Family Services - 13 inventory items
Nutritional Practices - 55 inventory items
Financial Management - 12 inventory items
Family's Understanding - 15 inventory items
Health Care - 41 inventory items
Parent-Child Interaction - 8 inventory items

ADMINISTRATION: An Early Intervention Specialist can administer the inventory.

SCORING: Inventory items range from completion, a yes-no format, and a check-off list.

TIME: The inventory information is collected during initial home visits. The inventory can be used in parts or as a whole package.

STANDARDIZATION: Standardization was not indicated.

COSTS: Inventory \$1.00

HISTORY FORM

Developmental Therapy Center, Inc.
P.O. Box 5657
Huntington, WV 25703
304-523-1164

MEDICAL HISTORY

Adults Developmental Therapy
Questionnaire Center, Inc.

PURPOSE: The intake questionnaire provides preliminary information for evaluations at the Developmental Therapy Center, Inc.

DOMAINS: General History Educational History
 Medical History General Developmental History
 History of Speech Development

TEST ITEMS: Total of 105 items.
 General History - 30 items
 Medical History - 23 items
 Educational History - 22 items
 General Developmental History - 20 items
 History of Speech Development - 10 items

ADMINISTRATION: Parents complete the questionnaire in their home or at the center.

SCORING: Items are marked using completion and yes/no.

TIME: The questionnaire can be completed in 15-30 minutes.

STANDARDIZATION: Standardization was not determined.

COST: No charge.

Preschool Training Coordinator
Education Service District 101
W. 1025 Indiana Avenue
Spokane, WA 99205
509-456-7086

PARENT APPRAISAL OF NEEDS
Adults Wendy Numata
Questionnaire

PURPOSE: The Parent Appraisal of Needs assesses the needs and level of involvement of the family.

DOMAINS: Types of Information Wanted
Level of Involvement

TEST ITEMS: Total of 25 items.
Types of Information Wanted - 18 items
Level of Involvement - 7 items

ADMINISTRATION: Parents complete the appraisal when the child is enrolled in the program.

SCORING: Items are marked checking the appropriate items.

TIME: The appraisal can be completed in 10-15 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No charge.

PAVII Project
50 Oak Street
Room 102
San Francisco, CA
415-863-2250

PARENT ASSESSMENT OF
NEEDS
Adults PAVII Project
Questionnaire

PURPOSE: The Parent Assessment of Needs assesses parent and child activities.

DOMAINS:

Orientation and Mobility	Communication
Interaction with Objects	Family Activities
Interaction with People	Community Activities
Home Routines	How About You
Priorities	

TEST ITEMS:

- Total of 79 items.
- Orientation and Mobility - 13 items
- Interaction with Objects - 15 items
- Interaction with People - 11 items
- Home Routines - 23 items
- Priorities - 3 items
- Communication - 3 items
- Family Activities - 3 items
- Community Activities - 2 items
- How About You - 6 items

ADMINISTRATION: The parent can choose to complete the assessment, have the staff person to interview for the assessment, or a combination of the two approaches.

SCORING: Items are marked using completion and checking the appropriate items.

TIME: The assessment can be completed in 20-30 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No indication.

The Me Too Center
Fairfield, CA 94533
707-429-5075

PARENT OBSERVATION INDEX

Adults	Esther Anderson
Questionnaire	Sharon Jacobson

- PURPOSE:** The Parent Observation Index assesses parents' needs, behaviors, and skills in relationship to their delayed or handicapped child.
- DOMAINS:** Organization of the Child's Home Environment
Behavior Management Style
Interactions with Child
Attitudes and Perceptions
Coping Abilities and Emotional Well-Being
Teaching Style
Parent Relationship to Staff and Program
- TEST ITEMS:** Total of 61 items.
Organization of the Child's Home Environment - 7 items
Behavior Management Style - 6 items
Interactions with Child - 10 items
Attitudes and Perceptions - 9 items
Coping Abilities - 10 items
Teaching Style - 9 items
Parent Relationship to Staff and Program - 10 items
- ADMINISTRATION:** The index information is completed by a staff person through informal conversation and observation only. The index is not designed for direct interview.
- SCORING:** Items are marked using a scale from Very Poor/Never to Great/Always.
- TIME:** The index information is gathered informally over a 2 week period.
- STANDARDIZATION:** Standardization was not indicated.
- COST:** No charge.

**Early Childhood Assistance
Program**
George Peabody College
of Vanderbilt University
Nashville, TN 37203
615-322-8407

**PARENT OPINION
QUESTIONNAIRE**

Adults Steven W. Banspach
Questionnaire Bill Brown
and Evaluation

PURPOSE: The questionnaire examines family needs, parental expectations of the program and parental satisfaction with the program. The questionnaire is part of a study conducted to develop a system of a program evaluation of services.

DOMAINS: Child Needs Prior to the Program
Family Needs Prior to the Program
Service Satisfaction
Parental Expectations of the Program for the Child
Parental Expectations of the Program for the Parents
Quality of Activities
Program Helpfulness for the Child
Program Helpfulness for the Parents
General Information

TEST ITEMS: Total of 59 items.
Child Needs - 6 items
Family Needs - 6 items
Service Satisfaction - 8 items
Parental Expectations... Child - 6 items
Parental Expectations... Parents - 6 items
Quality of Activities - 5 items
Program Helpfulness... Child - 7 items
Program Helpfulness... Parents - 6 items
General Information - 9 items

ADMINISTRATION: Parents complete the questionnaire and return it to the program.

SCORING: Items are marked using a 1 to 4 scale of importance or relevance, indication of percentage from 1%-100%, completion, and checking off appropriate items.

TIME: The questionnaire can be completed in 15-30 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No indication.

Carroll Hemingway
Project KIDS
12532 Nuestra Drive
Dallas, TX 75230
214-490-8701

PARENT SELF-APPRAISAL
INVENTORY
Adults Project KIDS
Questionnaire

PURPOSE: The Parent Self-Appraisal Inventory provides information on parent needs in relationship to their child. For each question, there is a list of suggested activities to address each need.

DOMAINS:

Normal Growth and Development	
Play Activities	Family Involvement
Disabilities	Educational Goals
Daily Living	Child's Future
Health & Safety	Home Life
Self-Concept	Community Services
Feelings	Setting Limits/Behavior

TEST ITEMS: Total of 13 items.
One question is answered for each domain.

ADMINISTRATION: Parents complete the inventory and return it to the program.

SCORING: Items are marked using a 1 to 3 scale of needing help.

TIME: The inventory can be completed in 5-10 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No charge.

NAPA Infant Program
Sonoma State University
California Institute on Human
Services
1801 Cotati Avenue
Rohnert Park, CA 94928
707-664-2416

**PARENTS STRENGTHS AND
NEEDS ASSESSMENT**
Adults Joan Ruskus
Questionnaire

PURPOSE: The Parents Strengths and Needs Assessment measures the perceptions of education and family life by parents.

DOMAINS: Education
 Support Legal
 Health General Information

TEST ITEMS: Total of 39 items.
 Education - 19 items
 Support - 6 items
 Health - 6 items
 Legal - 4 items
 General Information - 4 items

ADMINISTRATION: Parents complete the assessment soon after the child enters the program.

SCORING: Items are marked by checking the following:

 Importance - No Importance, Very Little, Some, Very Important, Important, Critical

 Knowledge - No Knowledge, Very Little, Some, Considerable, Expert Level

 Skill - No Skills, Very Little, Some, Considerable, Highly Skilled

 Method - Written Material, Parent Group Meetings, Individually w/Teacher, Individually w/Other Consulting Professionals

TIME: The assessment can be completed in 20-30 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No charge.

PEECH Project
Colonel Wolfe School
403 East Healey Street
Champaign, IL 61820
217-333-4890

PEECH PARENT QUESTIONNAIRE

Adults	PEECH Project
Questionnaire	Staff

PURPOSE: The PEECH Parent Questionnaire determines the parents' satisfaction with their child's program, the usefulness of parent involvement activities, the progress of the child, and the level of parent involvement.

DOMAINS: Quality and Impact of Services
Involvement in the Program

TEST ITEMS: Test items were not indicated.

ADMINISTRATION: Parents complete the evaluation at the end of the school year or when the child leaves the program.

SCORING: Items are completed using Yes/No, a rating scale and completion.

TIME: Parents can complete the evaluation in 10-15 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No charge.

REFERENCE: Illinois State Board of Education. Early Childhood Assessment: Recommended Practices and Selected Instruments. Springfield, IL: Department of Specialized Services, 1982.

DAKOTA, Inc.
680 O'Neill Drive
Eagan, MN 55121
612-455-2335

PROGRAM ENTRY QUESTIONNAIRE
Adults DAKOTA, Inc.
Questionnaire

PURPOSE: The Program Entry Questionnaire provides information of the child and family prior to program entry.

DOMAINS:

General Information	Infancy
Pregnancy History	Milestones
Birth	Health History

TEST ITEMS:

- Total of 85 items.
- General Information - 43 items
- Pregnancy History - 1 item
- Birth - 8 items
- Infancy - 1 item
- Milestones - 8 items
- Health History - 24 items

ADMINISTRATION: Parents complete the questionnaire prior to the first home visit. It is highly recommended by DAKOTA, Inc. that the questionnaire be used in conjunction with the Family Assessment Focus.

SCORING: Items are marked using a completion format.

TIME: The questionnaire can be completed in 15-30 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No charge.

Child Development Resources
PO Box 299
Lightfoot, VA 23090
804-565-0303

SKILLS INVENTORY FOR PARENTS
Parents Jean B. Waltnip
Questionnaire

PURPOSE: The Skills Inventory for Parents assesses the strengths and needs in parenting skills with handicapped children. Goal selection and program planning are part of the service delivery.

DOMAINS:

Parental Relationships with the Program	Home Visits and Prescriptions
Teaching Skills	Encouragement of Language Development
Physical Care	Environment
	Broker-Advocacy Skills

TEST ITEMS:

Total of 114 items
Parental Relationships with the Program - 28 inventory items
Home Visits and Prescriptions - 17 inventory items
Teaching Skills - 21 inventory items
Encouragement of Language Development - 11 inventory items
Physical Care - 7 inventory items
Environment - 22 inventory items
Broker-Advocacy Skills - 8 inventory items

ADMINISTRATION: An Early Intervention Specialist can administer the inventory. Parent participation in assessment, goal selection, and service plan development is the primary focus of the inventory.

SCORING: Skill items are scored as C = consistently; O = often; S = sometimes; NY = not yet observed; NA = not applicable; NO = no opportunity.

TIME: The inventory is conducted on an on-going and as-needed basis.

STANDARDIZATION: Standardization was not conducted.

COST:

*Administration Manual	\$	- A Sample
*Worksheets	\$	is not included in the Manual

* Under revision at this time - Current inventory not available.

Program Evaluations



Monongalia County Easter Seal
15 Cottage Street
Morgantown, WV 26505
304-296-0150

CLIENT SURVEY - 1987
Adults Monongalia County
Evaluation Easter Seal

PURPOSE: The Client Survey assesses parent satisfaction of speech and/or physical therapy program services.

DOMAINS: Domains were not indicated.

TEST ITEMS: Total of 10 items.

ADMINISTRATION: Parents complete the survey and return it to the program.

SCORING: Items are marked using completion and circling the desired answer.

TIME: The survey can be completed in 5-10 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No charge.

Easter Seal Rehabilitation
Center
1305 National Road
Wheeling, WV 26003
304-242-1390

CONSUMER QUESTIONNAIRE

Adults	Easter Seal
Evaluation	Rehabilitation
	Center

PURPOSE: The Consumer Questionnaire assesses parent satisfaction with program services.

DOMAINS: Domains were not indicated.

TEST ITEMS: Total of 12 items.

ADMINISTRATION: Parents complete the questionnaire and return it to the center.

SCORING: Items are answered using completion.

TIME: The questionnaire can be completed in 10-15 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No charge.

Parent Education and
Early Intervention
1016 Seventh Street
Parkersburg, WV 26101

EARLY INTERVENTION PROGRAM
QUESTIONNAIRE

Adults	Parent Education
Evaluation	and Early Intervention

PURPOSE: The Early Intervention Program Questionnaire assesses the parent satisfaction of home-trainer and occupational therapy program services.

DOMAINS: Domains were not indicated.

TEST ITEMS: Total of 19 items.

ADMINISTRATION: Parents complete the questionnaire and return it to the program.

SCORING: Items are marked by circling the desired answer and completion.

TIME: The questionnaire can be completed in 5-10 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No charge.

ECE-SMH Center
Department of Special Education
Arizona State University
Tempe, AZ 85281
602-965-1454

PARENT ATTITUDE ASSESSMENT
Adult Thomas Roberts
Evaluation

PURPOSE: The Parent Attitude Assessment assesses parent attitudes about their parenting abilities, program services, their child, and themselves.

DOMAINS: Domains were not indicated.

TEST ITEMS: Total of 41 items.

ADMINISTRATION: Parents complete the assessment periodically.

SCORING: Items are marked using a four-point scale from Strongly Agree to Strongly Disagree.

TIME: Time was not indicated.

STANDARDIZATION: Standardization was not indicated.

COST: Cost was not indicated.

REFERENCE: Illinois State Board of Education. Early Childhood Assessment: Recommended Practices and Selected Instruments. Springfield, IL: Department of Specialized Services, 1982.

Region III Child Development
Services
1418 Tenth Avenue
Huntington, WV 25701
304-523-3417

PARENT EVALUATION OF
SERVICES

Adults	Region III Child
Evaluation	Development Services

PURPOSES: The Parent Evaluation of Services for teachers assesses how the parents feel about provided services.

DOMAINS: Domains were not indicated.

TEST ITEMS: Total of 7 items.

ADMINISTRATION: Parents complete the evaluation and return it to the program.

SCORING: Items are marked by checking Yes or No with an opportunity for comments.

TIME: The evaluation can be completed in 5 minutes or less.

STANDARDIZATION: Standardization was not determined.

COST: No charge.

DAKOTA, Inc.
680 O'Neill Drive
Eagan, MI 55121
612-455-2335

PARENT SATISFACTION SURVEY
Adults DAKOTA, Inc.
Evaluation

- PURPOSE:** The Parent Satisfaction Survey assesses the parent satisfaction with program services.
- DOMAINS:** Program and Staff Responsiveness
Growth in Knowledge and Skills for Helping Your Child
Growth in Understanding Normal Behavior and Problems
Utilization of Community Resources
Building a Support System
General Information
- TEST ITEMS:** Total of 39 items.
Program and Staff - 11 items
Growth in Knowledge - 10 items
Growth in Understanding - 4 items
Community Resources - 5 items
Support System - 7 items
General Information - 2 items
- ADMINISTRATION:** Parents complete the survey at the end of each year.
- SCORING:** Items are marked by checking SD = Strongly Disagree, D = Disagree, A = Agree, and SA = Strongly Agree.
- TIME:** The survey can be completed in 10-15 minutes.
- STANDARDIZATION:** Standardization was not indicated.
- COST:** No charge.

Developmental Therapy, Inc.

P.O. Box 5657
2547 First Avenue
Huntington, WV 25702
304-523-1164

PARENT SURVEY = A

Adults	Developmental
Evaluation	Therapy, Inc.

PURPOSE: The Parent Survey assesses parent attitudes toward program services.

DOMAINS: Domains were not indicated.

TEST ITEMS: Total of 14 items.

ADMINISTRATION: Parents complete the survey and return it to the center.

SCORING: Items are marked using a five-point rating scale of Excellent to Poor in the following areas:

Speech Therapy
Physical Therapy
Occupational Therapy
Doctor's Clinic

Items are also marked by checking Yes/No as well as completion.

TIME: The survey can be completed in 10-15 minutes.

STANDARDIZATION: Standardization was not determined.

COST: No charge.

Developmental Therapy, Inc.
P.O. Box 5657
Huntington, WV 25702
304-523-1164

PARENT SURVEY = B
Adults Developmental
Evaluation Therapy, Inc.

PURPOSE: The Parent Survey assesses parent attitudes toward program services.

DOMAINS: Domains were not indicated.

TEST ITEMS: Total of 21 items.

ADMINISTRATION: Parents complete the survey and return it to the center.

SCORING: Items are marked using a five-point rating scale of Excellent to Poor in the following areas:

Speech Therapy
Physical Therapy
Occupational Therapy
Doctor's Clinic

Items are also marked by checking Yes/No as well as completion.

TIME: The survey can be completed in 10-15 minutes.

STANDARDIZATION: Standardization was not determined.

COST: No charge.

PEECH Project
Colonel Wolfe School
403 East Healey Street
Champaign, IL 61820
217-333-4890

<u>PEECH PARENT QUESTIONNAIRE</u>	
Adults	PEECH Project
Evaluation	Staff

PURPOSE: The PEECH Parent Questionnaire determines the parents' satisfaction with their child's program, the usefulness of parent involvement activities, the progress of the child, and the level of parent involvement.

DOMAINS: Quality and Impact of Services
Involvement in the Program

TEST ITEMS: Test items were not indicated.

ADMINISTRATION: Parents complete the evaluation at the end of the school year or when the child leaves the program.

SCORING: Items are completed using Yes/No, a rating scale and completion.

TIME: Parents can complete the evaluation in 10-15 minutes.

STANDARDIZATION: Standardization was not indicated.

COST: No charge.

REFERENCE: Illinois State Board of Education. Early Childhood Assessment: Recommended Practices and Selected Instruments. Springfield, IL: Department of Specialized Services, 1982.

Monongalia County Easter Seal
15 Cottage Street
Morgantown, WV 26505
304-296-0150

SURVEY QUESTIONNAIRE 1986
Adults Monongalia Co.
Evaluation Easter Seal

PURPOSE: The Survey Questionnaire assesses parent reasons for discontinuation of services.

DOMAINS: Domains were not indicated.

TEST ITEMS: Total of 12 items.

ADMINISTRATION: Parents complete the questionnaire and return it to the program.

SCORING: Items are marked by checking the desired answer, and completion.

TIME: The questionnaire can be completed in 5 minutes or less.

STANDARDIZATION: Standardization was not indicated.

COST: No charge.